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HUMAN RIGHTS QUESTIONS: HUMAN RIGHTS QUESTIONS, INCLUDING ALTERNATIVE APPROACHES FOR IMPROVING THE EFFECTIVE ENJOYMENT OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

Note by the Secretary-General

The Secretary-General has the honour to transmit to the members of the General Assembly the report of the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), on educational activities in the framework of the UNESCO transdisciplinary project entitled "Towards a culture of peace", in accordance with General Assembly resolution 50/173 of 22 December 1995.

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ANNEX

Report of the Director-General of the United Nations Educational, Scientific and Cultural Organization on educational activities under the project "Towards a culture of peace"

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1. Pursuant to General Assembly resolution 50/173 of 22 December 1995, the Director-General of UNESCO submits herewith a report on educational activities in the framework of the UNESCO transdisciplinary project entitled "Towards a culture of peace". The report is set within the framework of United Nations actions for peace-building, including the United Nations Decade for Human Rights Education and the United Nations Year for Tolerance.

I. INTRODUCTION: THE CHALLENGE OF A CULTURE OF PEACE

2. With the end of the cold war, the international community was challenged to regain the initiative towards the achievement of the great objectives of the Charter of the United Nations for peace and security. In conjunction with the substantial increase in peacekeeping and peace-building operations of the United Nations, a new and comprehensive vision of United Nations action for peace was formulated in the report of the Secretary-General to the Security Council in 1992 entitled "An Agenda for Peace".

3. In accordance with its fundamental mission of peace-building as defined in its Constitution, UNESCO celebrated in July 1989, at Yamoussoukro, Côte d'Ivoire, the International Congress on Peace in the Minds of Men, from which the concept of culture of peace emerged. The organization is mandated by its Constitution to promote "collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms". 1/ In fact, from the time of its founding, UNESCO has worked to ensure the free circulation of ideas, the development of understanding and solidarity among individuals and cultures, respect for human rights, and the effective exercise of the democratic principles enshrined in the Constitution.

4. In 1992, the Culture of Peace Programme was proposed by UNESCO as a contribution to peace-building as outlined by "An Agenda for Peace" and by the Yamoussoukro Congress. Peace-building, at that time, was limited to situations following violent conflict when peacekeeping operations had been undertaken, and was described as "comprehensive efforts to identify and support structures which will tend to consolidate peace and advance a sense of confidence and well-being among people". 2/

5. The concept of "peace-building" has evolved since its formulation in the context of peacekeeping operations in post-conflict situations. In "An Agenda for Development", presented by the Secretary-General to the General Assembly in 1994, the scope of peace-building was expanded. It was said that "peace-building is a matter for countries at all stages of development", 3/ including countries emerging from violent conflict, countries in transition, and countries of wealth and power which should engage in demobilization and defence conversion. Further, in the "Supplement" 4/ to "An Agenda for Peace", published in 1995, peace-building was proposed not only in post-conflict situations associated with peacekeeping operations but also as preventive action in situations with the potential for violent conflict.

6. The Culture of Peace Programme includes specific activities in the fields of competence of UNESCO in both pre-conflict (prevention) and post-conflict

(national reconciliation) situation. The first national culture of peace programmes were developed in post-conflict peace-building situations. They were launched in 1993 and 1994 in El Salvador and Mozambique as a complement to United Nations peacekeeping operations. In 1995 and 1996, national programmes and related activities were initiated in Burundi, Congo, Guatemala, Philippines, Rwanda and Somalia, among others, in situations that could be considered as much preventive as post-conflict.

7. The fundamental principle of a culture of peace was put in practice in the initial programmes in El Salvador and Mozambique: the transformation from conflict to cooperation through a process of dialogue leading to cooperation for shared goals of human development. This principle, although originally employed in post-conflict situations, is equally valid for conflict prevention. In fact, it is a fundamental finding of social psychology, replicated in various types of contexts, that the most effective means to end or avoid a conflict is the engagement of the contending parties in collaboration for a shared higher goal. The scope of the programme has been elaborated in a series of international forum and consultative meetings, including the First International Forum on a Culture of Peace, hosted by El Salvador in February 1994, and the Second International Forum, hosted by the Philippines in November 1995.

8. The culture of peace addresses the deep roots of conflict. As formulated in An Agenda for Development, "pulling up the roots of conflict goes beyond immediate post-conflict requirements and the repair of war-torn societies. The underlying conditions that led to conflict must be addressed. As the causes of conflict are varied, so must be the means of addressing them. Peace-building means fostering a culture of peace." 5/

9. At this moment of history, when it is for the first time possible to plan and take action towards the general disarmament of nations, so too it is both feasible and necessary to disarm people's minds. People may begin to transform the shared aspects of their cultures that have been shaped by war and violence to the sharing of a culture of peace. This means that in the place of violence, there must be dialogue and respect for human rights; instead of enemy images, intercultural understanding and solidarity; instead of secrecy, the sharing and free flow of information; and instead of male domination, the full empowerment of women. This means that resources and knowledge must be better shared in order to include the excluded - through life-long education - and to reach the unreached - by means of learning without frontiers.

10. As set forth in An Agenda for Development, peace-building is a vast and comprehensive project to replace the institutions of war and violence by other alternatives based upon non-violence and respect for fundamental rights and freedoms. Therefore, peace-building is linked intrinsically to development based on justice and the full exercise of democratic principles.

11. "Development is the most secure basis for peace", as "without development, there is no prospect for lasting peace". 6/ Sustainability of development is only possible in a framework of justice and freedom of expression. It requires the "intellectual and moral solidarity of mankind", as phrased in the Constitution of UNESCO. Reciprocally, peace is a fundamental dimension of development as there is no development without stability and security.

Development must preserve the environment in a "true partnership ... between humanity and nature". 7/

12. Justice - there is no justice without freedom - is essential to peace-building. Injustice lies at the very roots of conflict and without justice there can be no peace. Peace-building activities reduce poverty and disease and provide for skills and education that facilitate active life, not only in the developing world and countries in transition but even in the richest countries where many are excluded from their basic political, economic and social rights.

13. Peace can only be sustained through democratic participation and good governance. This requires not only fair elections but citizen participation through a continuous process of dialogue, discussion and agreement on the decisions that affect their lives. And there is no participation without citizenship, which includes full empowerment through education. "Education for All" is the key for democracy in everyday life. For these reasons, it is more important, particularly in societies in transition, to assist in the solid construction of justice and democratic values which provide a basis for good governance and to avoid the imposition of routine democratic models.

14. In addition to institutions, the minds of men and women must undergo change. Their values, attitudes and behaviour must go through a process of transformation so that instead of supporting and perpetuating the institutions of war and violence, they create and sustain the relationships and structures which make up a culture of peace. As phrased in the Constitution of UNESCO, "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed". 8/

15. The culture of peace project is dedicated mainly to this transformation of mind and behaviour. It is a complex process taking place on many levels, and linked to learning through collective action. Rather than taking place in isolation, it must develop as an integral part of peace-building activity.

16. Recognizing the broad and long-term scope of this task, the General Conference of UNESCO, at its twenty-eighth session in 1995, expanded the Culture of Peace Programme into a transdisciplinary project, beginning with the biennium 1996-1997 and involving all of the programme sectors of the organization both at headquarters and in the field. The project is a coordinated effort to contribute to a global movement from a culture of war and violence to a culture of peace. It comprises four units, as follows.

17. Unit 1 - Education for peace, human rights, democracy, international understanding and tolerance: (1) promotes educational policies, plans and programmes; (2) fosters the elaboration of manuals, textbooks and teaching aids; and (3) reinforces networks of institutions active in education for peace, human rights and democracy.

18. Unit 2 - Promotion of human rights and democracy; struggle against discrimination: (1) contributes to better understanding and recognition of all human rights; (2) contributes to the prevention and elimination of all forms of discrimination based on racial, national or ethnic origin, language, religion or belief, or any other ground; (3) promotes the effective application of the

principle of the equality of law of men and women; (4) ensures the follow-up to the United Nations Year for Tolerance; and (5) contributes to the consolidation of democracy.

19. Unit 3 - Cultural pluralism and intercultural dialogue: (1) consolidates cultural pluralism in multicultural societies; (2) promotes values that may help to consolidate intercultural dialogue with a view to peace; and (3) creates, through intercultural projects, new opportunities for dialogue and exchange between cultural areas.

20. Unit 4 - Conflict prevention and post-conflict peace-building: (1) promotes the search for effective methods of conflict prevention; (2) provides emergency assistance during conflicts; and (3) supports post-conflict peace-building.

21. As requested in General Assembly resolution 50/173, emphasis is placed in this report on education, which is the leading modality to promote a culture of peace. This includes, especially, the long-term actions of UNESCO for education in peace and human rights, including those within the framework of the United Nations Decade for Human Rights Education and actions taken within the framework of national culture of peace programmes and related projects. Further, the final section of this report describes how the transdisciplinary project is intended to contribute in a coordinated way to peace-building in cooperation with the entire United Nations system.

II. EDUCATION: THE LEADING MODALITY TO PROMOTE A CULTURE OF PEACE

22. Education, seen broadly, is the most important process by which people gain the values, attitudes and behaviours of a culture of peace. By this is meant learning, formal, informal and non-formal, not only in schools but also in the family, through the mass media and in other social institutions, not as an isolated process but as part of a shared global experience of learning by doing. The key, as expressed in the recent report to UNESCO by the International Commission on Education for the Twenty-first Century, is "learning to live together". It is in this sense that education may be said to be the leading modality in the struggle to create a culture of peace.

A. The basic principles of education for peace and human rights

23. Since its inception, UNESCO has taught and promoted the basic principles of peace and human rights and disseminated the international conventions of human rights in order to make their provisions known to the widest possible audience. The organization continues to work in accordance with the principles adopted in its 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental Freedoms. These principles include, among others:

(a) Understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;

(b) Awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;

(c) Readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

24. The 1974 Recommendation was recently reviewed and its principles confirmed by the International Conference on Education at its forty-fourth session, held at Geneva in October 1994. At the Conference, education ministers from around the world committed themselves to a Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy.

25. The education ministers stressed their intention to strive resolutely "to take suitable steps to establish in educational institutions an atmosphere contributing to the success of education for international understanding, so that they become ideal places for the exercise of tolerance, respect for human rights, the practice of democracy and learning about the diversity and wealth of cultural identities". They also pledged to give special attention to improving curricula, the content of textbooks, and other educational materials, including new technologies with a view to educating caring and responsible citizens, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means. The recommendations of that Conference were adopted by the twenty-eighth General Conference of UNESCO, meeting in Paris in October-November 1995.

26. In 1993-1995, the international community adopted a number of other plans and programmes which are the basis of UNESCO activities in education for peace, human rights and democracy: the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993); the Declaration and Programme of Action of the World Conference on Human Rights (Vienna, 1993); and the Plan of Action for the United Nations Decade for Human Rights Education, 1995-2004.

27. The World Plan of Action conceives human rights in their broadest senses to include, inter alia, learning about tolerance and acceptance of others, solidarity, participatory citizenship and the importance of building mutual respect and understanding. Accordingly, the Plan calls for the global mobilization of energies and resources to educate individuals and groups about human rights. The Plan has been disseminated widely by UNESCO particularly through the bulletin Human Rights Teaching. In its follow-up to the Plan, UNESCO is aided by an Advisory Committee on Education for Peace, Human Rights and Democracy.

28. The Vienna Declaration and Programme of Action requests States to develop specific programmes and strategies for ensuring the widest human rights education, taking into account the Montreal World Plan of Action. UNESCO and its member States are committed to its implementation, with an emphasis of provisions for fostering mutual understanding, tolerance and peace, full

development of human personality and promotion of values related to peace, democracy, development and social justice. This commitment has been strengthened through an exchange of letters between the Director-General of UNESCO and the Secretary-General of the United Nations and by UNESCO Executive Board decision 144 EX/5.1.2, inviting the Director-General to ensure the highest possible standard of UNESCO activities to implement the Vienna Declaration and Programme of Action.

B. Actions at the global level

29. To put these principles into practice, UNESCO engages in a variety of activities, including the publication and dissemination of educational materials in many languages. A list of these materials which present and explain the various normative instruments and declarations promoting human rights and a culture of peace is provided in the appendix to the present report.

30. Emphasis is placed on textbook research and revision with a view to the improvement of textbooks as instruments of peace, human rights, democracy, tolerance, international and intercultural understanding. UNESCO works with the Georg-Eckert Institute on Textbook Research of Germany within the framework of the International Textbook Research Network and in bilateral and multilateral consultations with member States, including the preparation of guidelines on the most effective procedures and methodologies for textbook writing and revision.

31. The teaching of peace, justice, solidarity and intercultural cooperation is the priority of the UNESCO Associated Schools Project (ASP), which links over 3,700 schools and teacher training institutions in 129 countries. Students and teachers take part in the production of ASP materials; thus, the new brochure "No to violence" is composed of contributions from ASP schools in Brazil, Estonia, Germany, Haiti, Sri Lanka and Zaire. Materials promoting a culture of peace are also being produced by the students and teachers who participated in the regional culture of peace festivals which took place in Cook Islands, Costa Rica, Greece, Grenada, Jordan, Thailand and Zimbabwe. The festivals were organized in 1995 by ASP and the UNESCO Culture of Peace Programme to mark the fiftieth anniversary of UNESCO and the United Nations. Among the initiatives of ASP taking place in 1996 are the "Global Teach-in" workshops in 11 countries, the International Conference on Peace and Tolerance at the Jewish Arab Institute in Israel, and the International Forum for Solidarity against Intolerance, for a Dialogue of Cultures, in Georgia. Solidarity is an important aspect of ASP activities. As an example, the German ASP network has campaigned since 1994 to raise support for schools in Bosnia and Herzegovina.

32. The UNESCO LINGUAPAX project is designed to promote peace, human rights, democracy, tolerance and humanistic values through the teaching of mother and foreign languages, with special attention to the linguistic and cultural rights of minorities. In addition to the publication and dissemination of materials, the project will hold regional seminars in Bolivia, Burkina Faso, Japan, Luxembourg and Spain in 1996-1997.

33. UNESCO cooperates closely with the academic community in the promotion of human rights education. Annual meetings of directors of human rights institutes

provide an opportunity for discussing new modalities of action for human rights education at institutional levels. UNESCO Chairs in human rights, democracy and peace promote an integrated system of research, training and information activities and facilitate subregional and regional cooperation between university researchers and teachers. In addition to Chairs already established in 19 countries of Africa, Europe, the Arab States and Latin America, new Chairs are being established in 1996 in Madagascar, Mexico, Morocco and South Africa. A regional Culture of Peace Chair is being set up in the Latin America and the Caribbean region, embracing various universities and academic institutions, to mobilize and renew curricula dealing with preventive diplomacy and peace-building. With the College of Mexico, a "virtual" Culture of Peace Chair has been established beginning in 1996.

34. Exemplary actions for the teaching of human rights and peace are recognized through the biennial UNESCO Prize for the Teaching of Human Rights and the annual UNESCO Prize for Peace Education. The Prize for the Teaching of Human Rights was awarded in 1994 to the Philippine Commission on Human Rights for its training of Filipino armed forces and police, and to Mr. Jose Zalaquett Daher of Chile for his teaching of human rights in the context of Amnesty International. The Prize for Peace Education was awarded in 1995 to the Austrian Centre for Peace and Conflict Resolution Studies and the European University Centre for Peace Studies. In addition, UNESCO launched a prize of Mayors for Peace at the United Nations Conference on Human Settlements (Habitat II), held at Istanbul in June 1996. The prize will recognize cities which have contributed to peace by means of various activities, including exemplary actions in education, particularly civics education, and to combat exclusion and promote intercommunity dialogue. The establishment of a data bank of "best practices" is foreseen.

35. An Ibero-American meeting of Human Rights Ombudsmen was held recently in Antigua, Guatemala. The participants signed a declaration committing themselves to promote justice and respect for human rights and established a network of Human Rights Ombudsmen for a culture of peace.

36. The main objective of the United Nations Decade for Human Rights Education, 1995-2004 is to make an assessment of needs and the formulation of effective strategies for the furtherance of human rights education. The Executive Board of UNESCO, recognizing the organization's role and responsibility in the Decade, urged member States and National Commissions to participate actively in developing national plans of action for human rights education as foreseen in the Plan of Action for the Decade. The Plan of Action stipulates UNESCO cooperation with the United Nations Centre for Human Rights to assist the High Commissioner for Human Rights in a preliminary survey and evaluation of existing human rights education programmes and initiatives. A memorandum of cooperation, signed between the High Commissioner for Human Rights and the Director-General of UNESCO in October 1995, provides the framework for further developing and strengthening cooperation to that effect.

37. With the framework of the Plan of Action for the Decade, UNESCO conducted in 1995 a preliminary country survey and evaluation of human rights education in nine countries in different regions of the world. A prototype was developed by means of a workshop in collaboration with the Indian Institute of Advanced

Study, which surveyed the Indian national experience. The final report includes: (a) the legal and policy framework of human rights education; (b) human rights at different levels of education - primary, secondary and higher education; (c) minorities and human rights education; (d) the role of the media in education for human rights and democracy; and (e) education for democracy.

38. A separate report has been submitted by UNESCO in its capacity as lead agency for the United Nations Year for Tolerance (in response to General Assembly resolution 49/213 of 23 December 1994, and before the General Assembly under item 110 (b) of its agenda in document A/51/201). However, note should be taken here of the significant contribution of these activities to education for peace, democracy and human rights. Taking into consideration the many regional conferences and local meetings held within the framework of the United Nations Year for Tolerance, the General Conference of UNESCO, at its twenty-eighth session adopted the Declaration of Principles on Tolerance. The Declaration defined tolerance as "an active attitude" and a "responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law". It commits the member States to "support and implement programmes of social science research and education for tolerance, human rights and non-violence". They commit themselves to putting this into practice by "devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials, including new educational technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means". 9/

39. In the recent report to UNESCO by the International Commission on Education for the Twenty-first Century, four pillars of education are proposed - learning to know, to do, to be and to live together - with the greatest weight placed on the fourth. This represents the management of conflict by working together on common projects. As elaborated by the Chairman of the Commission, Mr. Jacques Delors, in his introduction, people may learn to live together "by developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way. 10/

40. Under the specific circumstances prevailing for many people today, it is not enough to confine learning to the traditional schooling situation. Therefore, taking full advantage of modern technology, UNESCO has expanded its educational activities, through its new programme "Learning without frontiers", in order to meet the learning needs of the unreached and to respond to the challenge of lifelong learning. Through programmes of training, professional exchange, policy development, development and promotion of affordable technology use, and the organization of partnerships and networks, both academic and vocational education is made increasingly available to everyone. Designed to eliminate the barriers of space, time, age and circumstance which have prevented access to education, the programme is considered by the organization to be a vital contribution to the establishment of a culture of peace. It includes

intensive audiovisual learning of basic skills for illiterates in their mother tongue as an essential first step for those who have been demobilized from war, who live in dispersed human settlements, or who for other reasons have not had access to the educational mainstream.

41. In any society with the phenomenon of street children, one finds either open or latent violence. Urgent measures must be adopted worldwide to eradicate this shameful effect of social injustice. For its part, UNESCO is developing the capacity of the member States to provide education to street children in the context of its programme "Education for All", thus promoting their reinsertion into society.

42. Under the leadership of the United Nations Drug Control Programme (UNDCP), UNESCO participates fully in education to prevent drug addiction, which affects the lives of young people so severely and even irreversibly. The Culture of Peace Programme contributes to a better understanding of the reasons underlying the problem of drug addiction and to providing the values and hope required to overcome it. It is indispensable to prevent not only demand but also trafficking, which involves money-laundering and the financial interests of hundreds of billions of dollars.

43. Specific educational content for peace is encouraged and disseminated by UNESCO in special messages from opinion leaders and authorities, such as religious representatives, scientists and women leaders.

44. Representatives of different religious traditions adopted the Declaration on the Role of Religions in the Promotion of a Culture of Peace at a meeting sponsored by UNESCO in Barcelona, Spain, in 1994. In that Declaration, the participants committed themselves to resolve or transform conflicts without using violence, and to prevent them through education and pursuit of justice. They placed emphasis on education for peace, freedom and human rights, and religious education to promote openness and tolerance.

45. Scientists, too, have spoken out from their expert knowledge on the bases for education for a culture of peace. Meeting in Seville, Spain, in 1986, at the request of the Spanish National Commission for UNESCO, an international team of scientists issued a Statement on Violence countering the commonly believed myth that war is inherent in human nature. The Statement was adopted by the General Conference of UNESCO in 1989. Speaking from the relevant disciplines of animal behaviour, psychology, brain research, genetics and anthropology, the scientists rejected the idea that war is genetically programmed into human nature or inherited from animal ancestors. They concluded that "the same species who invented war is capable of inventing peace. The responsibility lies with each of us." 11/

46. Education for a culture of peace was taken up by participants in the Fourth World Conference on Women, convened by the United Nations in Beijing in September 1995, and integrated into the Platform for Action. The UNESCO Statement on Women's Contribution to a Culture of Peace, emphasizing that "efforts to move towards a culture of peace must be founded in education", was signed by eminent participants at the Beijing Conference. Keeping in mind that "girls and women constitute a large majority of the world's educationally

excluded and unreached", it called for equality in education as the key to meeting other requirements for a culture of peace. It is important to tap the full capacity of women for leadership, as they can be the "source of innovative and much-needed approaches to peace-building". 12/ Specific recommendations for education towards a culture of peace, as a follow-up to the Beijing Conference, have been set forth in the report of the Commission on the Status of Women, at its fortieth session in March 1996 (se E/CN.6/1996/6).

C. Education in national culture of peace programmes

47. Education is key to the task of reconciliation and reconstruction undertaken by national culture of peace programmes. This incudes non-formal and informal education by means of the mass media and other systems of communication as well as formal systems of schooling.

48. In keeping with the basic principle of national culture of peace programmes, projects are planned and implemented through a process involving all sides of the conflicts from which the country is recovering. National forums and dialogues to launch such programmes have been held in a number of countries, including El Salvador (1993), Burundi (1994), Congo (1994), Somalia (1995) and Sudan (1995, 1996).

49. In the El Salvador programme, the first major project to be carried out is the production of daily radio broadcasts and non-formal education campaigns for the most needy and neglected women in the country. Not only was the project planned by representatives of the Government, the Farabundi Marti National Liberation Front (FMLN) opposition and the radio stations, but even the technical committee which does the day-to-day work of the project is composed of representatives from all three.

50. The radio programmes, broadcast daily by 24 stations by the beginning of 1996, deal with the legal rights of women, violence against women, sharing of domestic work and women's values and self-esteem. The radio programmes are participatory; their contents are gathered by a network of community correspondents coming from diverse sectors of Salvadorian society. A second stage of the project will launch non-formal educational campaigns on related themes for women, beginning with visits to radio listeners by one of 1,500 female and male campaign promoters.

51. Similar involvement of both formal educational systems and non-formal education through the mass media have characterized the development of national culture of peace programmes in Burundi, Mozambique and Rwanda. In each case, the guidelines are set forth in a national forum or by a national steering committee, and the projects involve all sides to the conflict in their planning and implementation. In Mozambique, the programme sponsored the First National Conference on Culture of Peace and Human Rights, at Maputo in January 1996; the participants included high-level government officials, leaders of opposition parties, non-governmental organizations, media representatives and parliamentarians who debated on the legal system, education for peace, social communication, women's issues and traditional culture. The Conference was covered extensively by television, radio and the printed press.

52. In Rwanda, a UNESCO plan of action was signed by the Director-General of UNESCO and the Minister of High Education, Research and culture involving a total value of US$ 2.6 million. A wide range of actions are foreseen, following recommendations from the National Consultation on a Culture of Peace held at Kigali in January 1996. These include a contribution to reform the educational system, rehabilitation and reorganization of the judicial system, and training of media professionals.

53. In Burundi, the programme is run from the "House of the Culture of Peace" established by UNESCO in conjunction with other United Nations and international agencies and staffed with national specialists in education, communication, culture and human rights for peace. The first action was the National Forum in December 1994, which brought together the full range of government and non-governmental actors to make recommendations for activities to facilitate the process of peace and reconciliation. On the basis of these recommendations, there have been a series of seminars and educational initiatives. In July and September 1995, in collaboration with UNDP, the United Nations Centre for Human Rights, government organizations and the Burundian Association of Journalists, UNESCO organized two seminars on the role of the media in promoting peace in Burundi. In collaboration with the Ligue ITEKA, a local non-governmental organization for human rights, UNESCO provided training for the teaching of human rights and democracy in secondary schools, in which about 60 teachers from 13 secondary schools participated. Two workshops on peace and human rights were organized in October 1995 in collaboration with the Ministry of Youth, with the support of the delegation of the European Union; the workshops were attended by 111 youth counsellors. In December 1995, training seminars on human rights for local government officials were held in two provinces, organized in collaboration with UNDP and the Ministry of Interior.

54. A million-dollar, multidisciplinary UNESCO Plan of Action for Burundi, 1996-1997, was announced by the Director-General of UNESCO in March 1996. The plan includes, among its many provisions, rehabilitation of school infrastructure damaged during the conflict, support to the creation of a research and training centre for peace education and conflict resolution, programmes of culture of peace training for women, support to youth associations for peace, and training of media professionals.

55. Education and communication are central to the activities being carried out in the countries of Central and Eastern Europe and Central Asia within the framework of the International Forum for Solidarity against Intolerance, for a Dialogue of Cultures, held at Tbilisi, Georgia, in 1995. Among these initiatives are the foundation of a UNESCO Culture of Peace Teachers Association, which is engaging in teacher training in the context of a multinational society, and a series of television broadcasts on education for tolerance and peace by the Russian Federation television programme "Obvious yet Incredible", with more than 10 million viewers in the region.

56. An important contribution to the reconciliation has been made through UNESCO support for the independent media in a number of regions. In the former Yugoslavia and Rwanda, where radio had been used in some cases to promote enemy images of other ethnic groups, UNESCO, in collaboration with non-governmental organizations and other international organizations, has supported the

development and sustainability of the independent media which bridge ethnic divisions and promote reconciliation. Similarly, UNESCO support for independent and community radio is making possible the use of the media by the people themselves for peace and reconciliation in Haiti and the Palestinian autonomous territories.

57. In recognition of the many UNESCO programmes to support the independent media in the region, the United Nations, in its revised consolidated Inter-agency Appeal for former Yugoslavia (January-December 1996), decided that UNESCO would be the lead agency for assistance to the independent media, indispensable for the establishment of democratic society. In this respect, UNESCO and the authorities of Bosnia and Herzegovina have agreed on the following priority projects: creation of a private network of independent radio and television broadcasters, rehabilitation of RTV Bilt and RTV Pale as public service broadcasters; training for media professionals; and drafting of new media legislation.

58. School programmes, which include education for peace, conflict resolution and multiculturalism, have been elaborated by UNESCO for Bosnia and Herzegovina, in coordination with other international agencies. It is planned to train teachers and students in the needed skills, to reach all schools in the country with materials on tolerance and international understanding and to stimulate exchanges of experiences in conflict resolution at faculties of philosophy in other countries of the region, including Croatia, the former Yugoslav Republic of Macedonia, and the Federal Republic of Yugoslavia.

59. In Rwanda, where radio was used to broadcast the propaganda of violence during the genocide in 1994, UNESCO, in cooperation with a French non-governmental organization, supported the establishment of Radio Gatashya (literally, "the swallow that brings good news") to provide independent information to Rwandan refugees in nearby countries. With the help of another non-governmental organization, over 3,000 portable radios were dispatched to refugees so that they could listen to the station. Within Rwanda, assistance is being given for the development of the independent media, including transformation of the national radio-television into a public service station with an editorial policy independent from political and ethnic powers.

60. A similar programme of information for a culture of peace to be broadcast by radio is being planned as a key part of a new programme in Somalia. This is based on the recommendations of a UNESCO-sponsored symposium held at San'a, Yemen, in 1995 on the culture of peace, which brought together Somali intellectuals from all sides of the conflict in that country.

61. The education of demobilized soldiers receives special emphasis in national culture of peace programmes. The demobilized, in many cases, have missed out on basic education as a result of being forced into military service. Their reinsertion into civil society can be a key component of the process of post-conflict reconciliation and reconstruction, and with education, rather than being a liability, they can serve as important actors in the peace process. In this regard, UNESCO is sponsoring an international conference of demobilized soldiers' organizations at Maputo in December 1996.

62. Training is a key component of national culture of peace programmes. In order to facilitate the process of cooperation in the development process between former enemies, a priority is placed on the training of "peace promoters", who help them jointly design and implement projects of human development which can produce results of benefit to all. These peace promoters, who may be teachers, journalists, social workers or development workers, are trained to use local as well as universal methods of mediation and conflict resolution. They function for a culture of peace in the same way that literacy promoters are at the heart of literacy campaigns.

III. TOWARDS THE FUTURE

63. In establishing the transdisciplinary project "Towards a culture of peace", the General Conference of UNESCO, meeting in October/November 1995, placed it at the heart of the organization's Medium-term Strategy for 1996-2001, which emphasizes the "two objectives common to the United Nations system as a whole, namely, development and peace". Seeing these objectives as inseparable, UNESCO member States called for renewed approaches and determination to achieve them through the promotion of a culture of peace. With education as the key modality in this enterprise, the General Conference set a long-term goal of "a comprehensive system of education and training for peace, human rights and democracy ... that is intended for all groups of people and embraces all levels of education, whether formal or non-formal". 13/

64. The General Conference formulated a strategy of broad and extensive partnerships for the realization of the project: "the organization's strategy will consist in mobilizing both individuals and institutions (Governments, educators, the media, families, parliaments, businesses, trade unions, non-governmental organizations, etc.) so that everyone may receive an education and appropriate training". 14/ Hence, much of the initial emphasis of the project has been to contact and engage potential partners from all of these sectors in common action for a culture of peace. For example, in June 1996 the new educational programmes for a culture of peace were shared with mayors meeting at the United Nations Conference on Human Settlements (Habitat II) at Istanbul and with parliamentarians at the Inter-parliamentary Union Conference on Education, Science, Culture and Communication on the eve of the Twenty-first Century held at UNESCO headquarters in Paris.

65. Within this framework, UNESCO plans to launch an interregional project for culture of peace and non-violence in educational institutions. The guidelines for the project were developed in Sintra, Portugal, in May 1996, at an international forum of educational experts from around the world, many of them coming from schools located in areas of urban violence and war-torn societies. The project will establish a network to facilitate exchange of experiences and to provide recognition and resources to those working for a culture of peace and non-violence in schools, with an emphasis on regions of the world that suffer from violent conflict. Pilot projects are expected to have a multiplier effect through training, curriculum development, research and wide dissemination of results. The project will be linked closely to the work of the UNESCO Associated Schools Project.

66. These new educational initiatives for a culture of peace are linked to and extend those of national culture of peace programmes in Africa and Central America. They extend to a global level the principle developed in these programmes, which is to transform conflict into cooperation for human development. Therefore, they are characterized by the participation of the entire educational community. Educational institutions located in areas of conflict, rather than being avoided, are the first choice of pilot projects and for attention.

67. It is essential that educational activities for a culture of peace be integrally linked to peace-building activities of the society as a whole. In order to build a culture of peace in the next generation, young people need to be involved in the full range of peace-building activities, including sustainable development, justice and democracy. Schools should nurture, through organization and practice, tomorrow's citizens capable of democratic participation. They should be centres where the community, including students, plan and implement actions for human development.

68. The process must not be limited to schools, but extended to the full range of non-formal educational activities. As seen in national culture of peace programmes, the mass media and other non-formal communication make possible the full participation of the community, including all sides of conflicts, in peace-building. In this regard, a meeting of Latin American journalists, for a culture of peace will take place in December 1996. It is hoped that this will contribute to a process by which the media become fully involved in peace-building actions.

69. Special emphasis is being placed on the involvement of the miliary and its educational institutions. The end of the East-West confrontation, the shift from violence between nations to violence within nations, the increase in United Nations peacekeeping operations - all these dramatic changes lead to a new concept of security, prompting the military to reconceptualize its role and retrain its personnel. Training in human rights and non-violent conflict resolution, the fundamentals of a culture of peace, is becoming part of the order of the day. At the same time, it is increasingly appreciated that the skills and resources of the military, with appropriate coordination, transparency and education, can make great contributions to peaceful social change. A number of recent meetings have unanimously supported the contribution of the military to peace-building and conflict resolution: the seminar "Security for Peace: Peace-building and Peacekeeping" held at the Inter-American Defence College in Washington D.C., in April 1995; the Central American Military Forum for a Culture of Peace, held in El Salvador in June 1996; and the international symposium "From Partial Insecurity to Global Security" organized jointly by UNESCO and the Institute of Advanced Studies of National Defence of France, in Paris, in June 1996. The symposium involved the directors of defence institutes and high-level representatives of the armies of more than 40 countries.

70. What is needed today is a global training effort for non-violent social change that transforms conflict into cooperation for human development. Through both formal schooling and the popular media, people need to learn the skills of dialogue, negotiation and consensus. These skills might be called the "second

literacy" which, in its own way, is as important for future generations as reading and writing. While the contents of the educational messages must be based on universal principles, they must at the same time develop out of the traditions and experiences of the people concerned as they struggle to make development democratic and participatory. UNESCO is prepared to take the lead in coordinating such a global training effort, fulfilling its mandate to construct the defences of peace in the minds of men and women. In the past it has contributed to make available at the global level the universal principles of justice that have been elaborated in the Universal Declaration of Human Rights and many subsequent standard-setting instruments. Now it is prepared to extend the process of training in conflict transformation to everyone through the linkage of educational and media systems to the process of participatory development.

71. The linkage of actions for a culture of peace to the process of development ensures that they will contribute to the drastic reduction of poverty and exclusion which most often lie at the roots of violent conflict. Through imaginative new modalities of action, such as micro-credits, the promotion of women's handicrafts and other productive activities, the economic situation of the poor and the quality of rural life can be improved, thus decreasing migration to urban slums.

72. By promoting a culture of peace, the process launched by An Agenda for Peace can be extended from peacekeeping to the prevention of violent conflicts. Prevention is the key, as problems are more difficult to solve after they have reached a stage of crisis. Although action taken to prevent conflict is often invisible and unrecognized, in the long term it is more economical and sustainable, and it is a necessary condition for the advances in human development, justice and democracy on which our common future depends.

Notes

1/ Preamble of the Constitution of the United Nations Educational, Scientific and Cultural Organization.

2/ An Agenda for Peace (A/47/277-S/24111), chap. VI.

3/ Development and international economic cooperation: An Agenda for Development (A/48/935), chap. II.A, para. 23.

4/ A/50/60-S/1995/1.

5/ A/48/935, chap. II.A, para. 30.

6/ Ibid., chap. I, paras. 3 and 11.

7/ Ibid., chap. II.C, para. 93.

8/ Preamble of the Constitution of the United Nations Educational, Scientific and Cultural Organization.

9/ Records of the Twenty-eighth General Conference of the United Nations Educational, Scientific and Cultural Organization, vol. 1, Resolutions 5.6, Declaration of Principles on Tolerance and Follow-Up Plan of Action for the United Nations Year for Tolerance, arts. 1 and 4.

10/ Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO, 1996.

11/ Seville Statement on Violence, UNESCO.

12/ "Women's Contribution to a Culture of Peace", statement by the United Nations Educational, Scientific and Cultural Organization at the Fourth World Conference on Women, Beijing, September 1995.

13/ United Nations Educational, Scientific and Cultural Organization, Medium-term Strategy, 1996-2001 (28C/4), paras, 52 and 157.

14/ Ibid., para. 157.

APPENDIX

UNESCO publications promoting human rights and a culture of peace

Becoming Aware: Human Rights and the Family

Biomedical Technology and Human Rights

Bulletin on Human Rights Teaching (vol. IX in preparation for 1996-1997)

The Culture of Democracy: a Challenge for Schools (1995) (E,F,S)

Culture et démocratie (F,S)

Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1993, E,F)

Declaration on the Role of Religions in the Promotion of a Culture of Peace (1994)

Declaration of Principles on Tolerance (1995, E,F,S,A,R,C)

Declaration on Women and a Culture of Peace (1995, E,F,S)

Democratic Culture and Governance: Latin America on the Threshold of the Third Millennium

Democracy: An Analytical Survey (E,F,S)

Democracy: Questions and Answers (E,F,S,A, and other languages)

A document on teaching and research of human rights in higher education in French-speaking countries (in preparation)

Education for Human Rights: An International Perspective

A guide on tolerance (in preparation; E,F,S)

Guidelines for Curriculum and Textbook Development in International Education (E,F,S)

Handbook/Resource and Teaching Material on Conflict Resolution, Education for Human Rights, Peace and Democracy (A,E,F)

Human Rights in Urban Areas

Human Rights: Questions and Answers (E,F, other languages in preparation)

The International Dimensions of Human Rights (E,S)

International Dimensions of Humanitarian Law (E,S)

International Law: Achievements and Prospects (E,F)

International Practical Guide on the Implementation of the 1974 Recommendation

Introducing Democracy: 80 Questions and Answers

Learning: The Treasure Within. The Report of the International Commission on Education for the Twenty-First Century (1995, E,F)

The Life of Mahatma Gandhi (a colouring book for children) (E,F,S)

Major International Human Rights Instruments (in preparation)

A manual on human rights education for universities (in preparation; E,F,S,R)

A manual on human rights education for primary and secondary schools (in preparation)

Memory of the Future (E,F,S)

The New Page (E,F,S,A)

Non-Military Aspects of International Security

Peace: A New Beginning - special issue of UNESCO Courier, November 1995, published in 30 languages

Peace! An Anthology by the Nobel Peace Prize Laureates

Peace and Conflict Issues (biennial)

Privacy and Human Rights: An International and Comparative Study, with Special Reference to Developments in Information Technology

Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education relating to Human Rights and Fundamental Freedoms (1974)

A Richer Vision: The Development of Ethnic Minority Media in Western Democracies

A Sense of Belonging: Guidelines for Values for the Humanistic and International Dimension of Education (E,F,S,R)

The Seville Statement on Violence (1991) (E,F,S,A,R)

Ten Ideas for Observing the International Day for Tolerance

Tolerance in films (E,F)

Tolerance: the Threshold of Peace. A teaching/learning guide for education for peace, human rights and democracy (E,F,S,R)

UNESCO and a Culture of Peace: Promoting a Global Movement (1995, E; F and S in preparation)

The Universal Declaration of Human Rights, 45th Anniversary (1948-1993, E,F,A,R, and other languages)

UNESCO Yearbook on Peace and Conflict Studies (1980-1988)

Violations of Human Rights: Possible Rights of Recourse and Forms of Resistance

World Directory of Human Rights Research and Training Institutions (annual)

World Directory of Peace Research and Training Institutions (biennial)

World Directory of Research and Training Institutions in International Law (biennial)

Note. The above publications are in English, unless otherwise indicated.